

15em 1507i.

1896



1896

isplam 507

Mrs Motony - Jan 23<sup>d</sup> -

Butterflies

Might have succeeded in filling  
'Butterflies' - -

Yes - I've seen what ones - - What  
have you seen -

There have been 'Anthers' on their  
wings -

"Surprised to find -

Well - an egg - Ch<sup>m</sup> delighted  
to know that I might have

referred to them & laying eggs -

T. told every part of the world  
have drawn from Ch. -

Is it true that eggs are scattered?

No reference to Ch<sup>m</sup> knowledge -

Ch<sup>m</sup> know about caterpillars

very much of Ch<sup>m</sup>

little 10% of interest very  
encouraging



4/5 did not make plan the  
point she was facing from  
Chr. - Sweet-potatoes - bees make  
into honey - examples not  
carefully shown - no vivid  
pictorial teaching - Chr. very  
responsive - but attempt  
to excite Chr. imagination &  
to awaken their tenderness.  
Chr. full of intelligence  
& quite ready to be interested  
had not let the lesson in -  
Child knew Cocoon -  
with good illustrations etc.  
did not make good use of  
them - I can count - 57  
spots - but Chr. did have  
difficulty -

A lesson of mere information  
without interest.

Given I - very short notice.



Jan - 23 - This Evening - <sup>ISP 301507</sup>

A miserably dry beginning -  
no pleasant talk about  
Wordsworth - a mere dry  
recitation of facts.

He stood long before board - turned  
back to chair - Spoke too  
abruptly - "good - to tell about  
visit to the school - stood very  
brightly - 'Study a lot' -  
(rather nervous) -

took part "in a way!"

No effort to reach children's  
understanding -

He kept up questioning  
while she wrote on Bd.  
Spoke too rapidly - did not  
finish her words -

Did not enter into sympathy  
with Wordsworth's feelings &  
thoughts - Sympathetic and explained



Lyrical Ballads - so hard  
said that the Ch. did not hear it  
writing on B. B. - food -  
"fit married" - how was all  
the beautiful sonnet  
"the soul sits working - my  
dip, to understand".  
I didn't live here very long.  
That is all -

Money the chief thing - money  
money - money - food  
and. Lesson - money is the  
chief thing - with all y.  
felling. fit on - poetry -  
most minor thing.

Not one word of the inspiration  
of this beautiful country.  
Money - food - app<sup>l</sup> - ouder.

May as well tell you some -  
as big that were the very best.  
Might - find your - think by



had never heard the poem - not  
knowing why to visit it.

The more peaceful of the by -  
birds of the liver -

"Manner poems" - very pretty too  
in a quite confederating way -  
I wish you remember - more  
memory - instead of  
imagination -

"Salary" - preater poet - met  
P.L. - always Saturday -  
As unmistakably lesons

on the conditions - no attempt to  
speak good Eng.



Jan. 31<sup>st</sup>. In the New Year -  
 Reading - began right -  
 to very good in making  
 on child say the word  
 each time  
 good to let each child  
 do a diff. thing -  
 Bad to say strength  
 line down  
 Bad to let Sylvia's  
 unit pass uncorrected  
 good to have small pieces  
 of letters that the chr  
 can pick from easily  
 to help the chr pleasantly  
 she has practiced a  
 chr in the sound of s -  
 might have made a little  
 that all being late

allowed Madge to write  
 too near the edge of page  
 failed to cultivate  
 judgment - I saw you  
 had better begin instead  
 of making Chr. so  
 it's much smaller - chr  
 good to make Sylvia do her  
 work again  
 Did not make Madge speak  
 up - or encourage at all  
 spoke out very brightly & encouraging  
 to the chr

Sylvia good at 2 letters  
 What does that spell?  
 began by spelling  
 allowed Madge to spell  
 child began to get tired  
 & let her sit under  
 the moment she began to  
 spell - very hard to spell at  
 all



Tell me when the clerk -  
is -  
made of - Carl a "little  
londer -

Chr really learned  
Tone of "That's right"  
cheered the chr

A thoughtful post being  
brought from - from  
about reaching + from  
me + 2 pencils

Jim Frey - wordsworth -  
Chr had forgotten last week's  
lesson altogether - showed  
rather - a mistake to go  
into last wk's lesson by  
- from he was born in  
good to remind Chr of  
rivers in good - of  
Daughter, which was his  
sister - helped a lot -  
tells a lot - "effect upon  
changed. Butterflies  
said "knock the dust  
off their wings" tenderly -  
"used to" a great many  
times -  
Looked kind of - George  
in getting her to find Hawk  
over to Hawkhead  
seen at once you to go as soon  
as ever you can.



"Ash tree

succeeded very well in  
forming impressions of nature  
indirect

good to show Chr. W's  
walks on map -

getting to know nature  
Sketches Shd have given  
Sketching poem.

"I think you're right"  
Nothing at - nothing?  
or Sketching?

Language a little too  
complex -

Revolution - Concepts -

Again - more details of  
life - went to Germany  
for mother

Shd. have managed to look  
at - Chr. as she read -



Apr deeply interested as  
D. Chap - & wordwork  
became real.

Y. M. L. asked Chr  
a few questions or made  
a few comments -  
got to show Chr pictures  
of the various homes -  
Chris - "What it's like"  
might have mentioned  
the years - "premature"  
"Cost of time making"  
certainly -

got to talk about D -  
but she had gone on to  
show that D - "high thinking"  
"let" - got to read D's  
Diary.

Don't you think you can see these  
daffodils - as it's very pretty  
Intention of lesson fulfilled



15 p 12 m 1907

Will you think your Ah  
to learn that sometimes -  
found - found the idea -  
him - might - have read  
Ah so connection between  
country & practice -  
Saying you can't see something  
you have never seen before  
However you perceive? found -  
to show surprise.  
might have said a word about  
"plain living ship thinking."  
"I should like to see picture  
of it." - associated  
Ah with herself in interest  
in



15 p 15 m 50 7  
Jim Condes - writing  
Inves found out what  
Jim Condes wanted to  
know -

V. asked if the chr. did  
not understand,  
got to ask chr. if they had  
ever had a letter.

"Now" of dots - better b -  
and time? why - not told  
chr. not given any standard  
"Better" - how?

chr. allowed to read up some  
of dots - a little better -

absolutely nothing accomplished  
in all the previous dot making

V. kept up a constant chatter  
who was confusing to the chr.  
got to keep up talk to  
and chr. who is occupied.  
Bad to keep up chatter



which ch. occupied  
 great force wasted in  
 preliminary dots.  
 The whole dot system is  
 cracked - nearly 10  
 minutes wasted over  
 dots wh. meant nothing  
 except "nice round dot"  
 now a thing on - quite  
 a small one -

The meaning of space  
 might have been at first  
 "Dore has forgotten what I  
 asked him for - the real  
 diff. with many lessons  
 is easy for ch.  
 His voice too cooking  
 would be persuasive  
 a penetrating ch. but  
 not a good use of time



Jim Clark -

25p15m1507

might have got from Clark  
the vesicles they wanted  
several actions from before Clark  
before - I'm sure said nothing  
Clark did not say this vesicles  
well - did not take hold of  
the word - in some cases  
not understood since  
Some use of subjective  
language - I. very dull  
uninteresting -  
I'm sure did -

"very easy to remember"  
"a kind" Clark might have  
seen that,

might have asked all the  
questions in Y  
Clark could have done much  
more.



Mr. never made a smile -  
 helped the other any buttons  
 Chr did not know for's  
 His voice bright -  
 The student purpose & energy  
 but not brightness &  
 sympathy

The third time Chr as dull  
 "Say that I have found -  
 the present button - no  
 article -

Longi words not bright  
 Chr - at the same time  
 Chr doing nothing & saying  
 nothing to the world

for the present without S  
 lesson very sleepy -  
 Chr most dull because

Chr dotes  
 Yount all during the action, and no



enfil written as one word  
 Ch might have said the  
 words on the board -  
 Y helped to ch the  
 whole time -

finger reading through -  
 with the actions - finger  
 didn't

Y did not allow - expect  
 must - on ch doing things

very like the sup. said it?  
 Emma said in li stopp

Y said he felt  
 better on RR ground pond  
 but not again

Emma said lay better  
 Y said he  
 Lesson not like



Miss Crouch -  
Cambridge

Very interested at once by  
his manner. Good to find  
him - The sketch of  
history of C. not interesting  
What does the view look like?  
"feature of the landscape"  
drawn by means of  
windmills - not quite clear  
good to spec. of sketching. Also  
not quite at work. But I was  
th. spoke clearly & pleasantly -  
th. "A. Ben." & etc. - Also did  
not know what roads - good to  
give the walking about  
Good to distinguish between  
College & house - Colleges are  
rather far apart -  
All friends in "The Hall"



15p 17cm 1507  
- good to describe taking  
deputy -

A pleasant act of taking of day -  
of 'Commons'

Wells: "Bridge of sight" - not  
exp. - "people" - "Century"  
not a very good act of  
the beginning of the College -  
an act of the enormous  
influx of students

Scrapbook

good to have pictures of some  
famous men at C.

not good to mix dates -  
history

good to say "I can't hear"  
Did not get the name from French  
history - modified his  
statements - particular kind of word  
P. Anquet - Carlyle? - Sp. "hard to read"



What do they learn - "Well they <sup>is p 20 cm 507</sup> study

learned -

He tried to show interest  
with his work

first to make him

Gawalt - come out -

received presents from

some of the city - Company

I can't quite remember

Succeeded in giving

the girls a picture of

intelligent interest in

Cambridge but - did not

touch the real importance

Little Sam - very clear &

not clear - and to the

purpose -

Did not find any valuable

idea - rather a Tit-bit

Kind of lesson -

enumerating good -

bad - present -

help - went out -



Sketch of lesson on No. 19. <sup>isp210m507</sup>

Min M. Condy-

Ch. a little fatigued in putting 12 of  
comparing by things -  
2 out at once - food - questioned the  
child.

Child's interest increased as she  
went on - might - have continued  
to faster child -

It encouraged Mary by watchful  
attention but - did not - leave her by  
chatter. No discrimination of  
child learned to count with  
squares.

Ch. embarrassed by Mr. Mary  
on table - let us Ch performed  
food.

1121 make 12 - did have been  
eleven premises at pinning

Objects and names for table - loss by  
Ch. looked at 3 ~~chickadees~~



child's attention wandered <sup>25p22mcs7</sup>  
fatigued by all the previous counting  
Poor little girl tired - tried hard to  
bring herself together - It's night  
hardly put

20 214 - Ch. had not at all  
arrived at 214

How many numbers - Poor  
Maddy - past counting  
Can you get them all on your  
hand - It insisted severely  
but did not help the child's  
flagging attention -

Poor little girl will hate  
3 dolls & six - not what  
she had been working at -  
I did then

I'm going to have 8 beams - good  
two more - Ch. had been  
allowed to

good to have -  
I told her beams please - good



15p23cm1507  
A well-given London - but not  
sympathetic - Child's father and  
interested - Had no sense of  
conquest of one diff. wh. She  
find her courage to attempt the  
next -

7.9.



Min. Inlet -

i5p24cm6507

The bones of the thorax -  
physiology of your own body -  
could not stand up - might  
have alluded to system

He proceeded rapidly &  
bravely.

Writing on his report  
nothing said about lungs & heart  
spinal column - and no  
illustration - nothing but facts  
fish spoke up a little better  
She then draws a diagram -  
no reference to water drops -  
point to her diagrams

He too much at B.B. - Ch. (paw)  
no attention - Ch. playing with

He wrote on B.B.

All facts - no idea what times -  
nothing to imagine - nothing to  
care about - nothing?



4<sup>th</sup> - Spent time in putting files - iSP25mcs37  
Chr. no better snowsides for the  
lessons - with a single suggestion  
thought an idea might have  
all happened accidentally  
while in BB - good - but I  
spend far too much time in  
BB

Examination not surprisingly  
disturbed - the lesson of the  
beautiful adaptation - most of  
our duty to our body - lungs  
introduced at the end of the  
lesson.

Only had 1 -

bringing a man in there -

Chr. shd. have been able  
to name parts -

A pleasant friendly tone with the  
files - had min -  
a nice routine lesson 7.9



Miss Chubb

isp26umc507

Child laughing, & very bright &  
interesting - look out of the  
window - food - have part of  
branch - food -

Back part - Ch<sup>r</sup> knew it  
Ch<sup>r</sup> did not put sticks  
quite straight.

Food to make better while V.  
shut her eyes -

Pleasant - variety - Ch<sup>r</sup>  
might have put just for  
Ch<sup>r</sup> - I see she will.

V. allowed Ch<sup>r</sup> to whisper  
might have good flesh -  
maybe allowed to whisper.

"What do they have?"

Ch<sup>r</sup> allowed to whisper.

V. herself spoke very nicely  
& brightly.

V. is illustration my ready



Triangle introduced easily  
incidentally

Ch. did not say sticks nearly  
swell

found to let Ch. draw illustration  
a bright interesting lesson!

but with not much point  
nearly did break of tree very

much - a good ill. of  
the need of clear articulation  
Dore

"Don't you like early / branches  
front end - to v. good with  
pencil & darning

found to ask Ch. abt branch  
branches from their own  
line - Ch. wrote

Dore distracted by / bridge

Dore not able to let sound of

K - a very nice interesting  
various lesson



15p28mcs07  
frat to keep Mady employed  
in writing + Dora in making  
forms, Mady's printing  
very excellent -

This time - Mady quite right  
Mady - exceedingly good



Sponges -

i5p29cm1507

Jim Powers. Cl. II + III,  
did not spend too long on  
qualities - left out long  
food to find the Bahamas  
very interesting - food -

Can't hear what you say - food  
Did you notice the sky on  
Sunday - very good -

See anemones & food to  
have a picture of sea with  
farden - What you like to  
see & see? So did I find

Yr said Y. of Florida  
can't might have found it  
first over land but that  
North America was the island

Boats said 100 - V 500

V. told Cuckoo

Why do you think I'm 40 yr  
old - the Bahamas food



20 fallows - when you fall home  
sp. glass - like bucket with  
glass bottom

Diving dress - foot - I should have  
asked Mr. why diving dress  
nec.

"dive up again"

"Sum out of profits"  
out - so unimagined as class of  
Sea.

foot to insist on clear speaking

"Grace said 'Yes' quite plain  
like piece of raw beef - very  
well said - character of speech  
and plan -

Mr. spoke much more distinctly  
than usual.

St. of Spring and quite plain  
Told that skeleton was outside

look - very ordinary sort of things  
Chas. present more attentive  
with in but than usual



15p31umc507  
Mujir called canals & canals  
Ch - insisted on plain speaking  
illustrations very good -  
pictures - good -  
bleaching - good -

pat to make faces speak louder  
also pat to give deep & deep  
nasty acids.

"rather interesting isn't it"  
illustrations quite excellent -  
"certain rules" - April and

very much  
Lester Emme -

Are they very beautiful -  
See emblems not excepted  
Did I say Mujir was the  
topical -

It's not pretentious to feel  
recap. from Ch -  
You aren't missing George -  
- animal matter -



15p32 am 57

good to have Sperry in microscope  
good to say Sperry's the  
places -  
Wt you like to



Feb 11. 1893

15p33cm6507

Miss Gray Hercules.

Intro: Not sufficiently exciting. Not enough made  
of dragon heads being to awake + so asleep.  
Good to cp. weather. Pity not to have bow  
+ arrow; maidens - nymphs not  
understood.

Subject: Too many wonders for one less;  
- led to long description of  
side matters - wh. child. could  
not follow.

Too long for time.

Manner: Not thoroughly interested herself.  
Voice: Not sufficiently varied, & bright.

Improved as subject progressed



15p34amc507

Language. In trying to be simple lost  
good style - lot - right on to shore.  
got in -

Chil. Two children answered all the  
ques. Re Dora did not attend.  
Chil. did not learn the less.  
Concluding ques. too suggestive  
some of them and by teacher.



Miss Mulloney

Intro. Not sufficiently attractive.

Precisions know of ch: not obvious.

Subject

Too much matter for 20 minutes.

Treatment not Scientific, collect facts + then draw inferences.

Diff. between roots & stems (under) difficult to per-

? are ants insects?

Not clear that there were leaves on underground stem.

Ques. A pure guess ques. No use.

Wh. trees were blown over? Children had no idea. Might have got "bi" from class. Many ques. Suggested their answers.

Lang. Not always good - pred. not always same no. as sub.



15p36amc507

Manner. Bright & interested.

Voice Clear & distinct.

Class. Not supp. attention.

B.B. Changed from plu. to sing.  
& back again.

Why not say ended not terminated  
Illustrations good, but might have  
been made more of. Wash roots  
& underground stems to free  
them from soil.



Miss Hewkes.

15p37unc507

Painting.

Opening very bright & good.

fd. to insist on keeping paper spotless. Sancer spoils it of the way.

Not quite sure of horizontal treatment.

Made girls work quickly & neatly.

Good to make child find faults in her own work.

Shantling blobs did not receive much attention.

Did not wait to see that both girls were looking a board before she went on to show a new step.

Manner Bright & interested

B.B. Well used.

Language Unc? What?

Design at end, not very successful.



March 25<sup>th</sup>Miss Cronch - Be

Manner very kind & pleasant  
slight - Did not succeed  
in drawing anything from  
Dore - Had nothing to show  
child - an object lesson  
without an object - all  
talk - poor picture of Be -  
not a bit of honeycomb.  
Child tried to be attentive -  
dear & poor - pollen  
tutted off - everything  
brushed to child's memory  
no flowers - no antlers  
'Be' - bread very nice powder  
not even a BB picture -  
"certain changes" - language  
much too hard for so small  
a child - "not exactly the ruler

given - what do I mean by  
given? - This looks & voice  
very bright & sympathetic  
but lesson fell quite flat for  
want of the objects - child's interest  
not at all aroused - honey that  
have been shown - Good illustration  
of cells - but quite beyond Dore  
"deposits their honey"  
"divided the labors"  
"How many little bees in one  
hive" - 3 little bees live in one hive  
together



March 26

i5p40mc507

From Corals - Coral -

"Let's see anemone often?  
very good sketch of sea

Anemone - Cassio - Brown - not  
a recognized dis. of animal  
family - soft - jelly substance  
no questions - build it into

this jelly - no illustrations  
child's clay on effort to  
understand

no malposition - no words -  
no interest - two other conditions  
60" Feb. -

men parts crammed dry  
& delivered - nothing long  
nothing real

"only a certain form -  
Chr did not see for growth  
growth. this is a endro -  
shrink - not at all pleasant







Nov. 29 15 p42m1507  
Miss Mayall. Mrs. ...  
God.

Spoke into quiet a tone  
Red-inked illustrations  
Began well. by telling story -  
M. told 4 wings & six legs -  
might have got ch. to tell -  
no variety of tone -  
A little humor in his bits of  
green tea.

"Secret - the bees have all themselves"  
ill. excellent - story - comb -  
no bees in view - I couldn't  
find any. actual bee.

Do you know what pollen is!  
Great teacher - like reactions  
in mind - worried last

"Throws up the honey that he has" - how  
because it wd die if it had no air -  
might have asked - later at 22 days  
Swarm - yes - like lot of bees.



Swarming story very well slightly odd  
into the reason - felt on under  
place - like a fish cone - chn. dis  
out - felt - a clear idea -  
the bugles - v. good -

Ch. deeply interested - Reactions did  
not sit - quite nicely -

Lesson - very full & very interesting

He had thorough knowledge of  
his subject - all the matter was  
present - Ch. could understand - & all  
was much interesting -

Mr. Took possession of Ch. nicely -  
great interest in his subject  
friendly with Ch. - used his  
eyes well - looks much too  
monotonous - Attitude a little  
languid - occasional bursts  
of humor brightened the lesson  
greatly -

Illustrations remarkably good - picture  
comb. has illus. of many kinds - & little  
visual reminiscences



him Seaborn -  
Learner wheel waves - understood  
no doubt by B- but not realized by  
Chr.

back waves not expd

He gradually got full command of  
Chr. - "The bottom" - B- did not

ask why -  
because the atoms invisible vapors  
changed back - Chr. should have found  
that out by touch --

- It's called condensation -  
not made clear what it is -

did not make Chr. supply with  
for BB - did not - leaves enough  
blanks - Chr. did not read to

Summary - that comes from  
when you take apart - scatter them  
back to back - the arrangement  
around them - front collection  
pumped up - Chr. knew  
down -

recap - good - him Seaborn -  
but not knowledge of lesson -  
Sketch good - but did not show  
that - how the lesson was to be taught

V. 4. him Seaborn - Nov. 29 - 1957  
Evaporation & condensation

Sketch - good. Shows how the points  
are to be dealt with - too much matter  
Children - Interested - but did not  
quite understand - did not sit  
nicely -

Teacher - Manner bright & good -  
Sympathetic & pleasant -  
Occasionally remembered himself  
& forgot his subject -

Lesson - Interesting - but not clear -  
too much matter + each point  
not fully worked out. The idea  
of condensation + evap. not by any  
means clear - either the subject  
or its treatment about the Chr.  
Illus. good copies but not well



Applied or sufficiently used -

15p46cm507

B. B. - Writing period - 4<sup>th</sup>

did not fully occupy Mr. Smith  
She was writing - rather badly  
used.

Recap - showed that Mr. had  
been mentioned but knowledge of  
subject rather superficial